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ABSTRACT

Ten essays on the use of ethnography in educational assessment are presented. Overview essays include: (1) "Beyond the Status Quo in Ethnographic Educational Evaluation" (David M. Fetterman) and (2) "The Ethnographic Evaluator" (David M. Fetterman). Theoretical papers include: (3) "Theory in Education Evaluation: Or, What's Wrong with Generic-Brand Anthropology" (Elaine L. Simon); (4) "The Use of Explicit Anthropological Theory in Educational Evaluation: A Case Study" (Mary Anne Pitman and Marion Lundy Dobbert); and (5) "Attrition in Zairian Secondary Schools: Ethnographic Evaluation and Sociocultural Systems" (John D. Studstill). Practical papers include: (6) "Combining Ethnographic and Experimental Methods in Educational Evaluation: A Case Study" (Joseph Maxwell and others) and (7) "Qualitative Methodology in the Evaluation of Early Childhood Bilingual Curriculum Models" (Ray A. Chesterfield). Political considerations are addressed in the following papers: (8) "Use of Ethnographic Techniques for Evaluation in a Large School District: The Vanguard Case" (Barbara G. Ferrell and Donald W. Compton); and (9) "'Posin' to be Chosen': An Ethnographic Study of In-School Truancy" (Richard A. Marotto). The concluding paper is: (10) "The Evolution of a Discipline" (David M. Fetterman). (TJH)

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